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ABSTRACT

This guide presents the common curriculm goals for health education developed by the Oregon State Department of Education. Four content strands--safe living, stressor/risk-taking management, physical fitness, and nutrition--are a synthesis of the traditional health education and health promotion objectives. Knowledge and skills objectives are listed for each of the content goals within the strands, with specific degrees of expertise outlined for grades 3, 5, 8, and 11. (CB)

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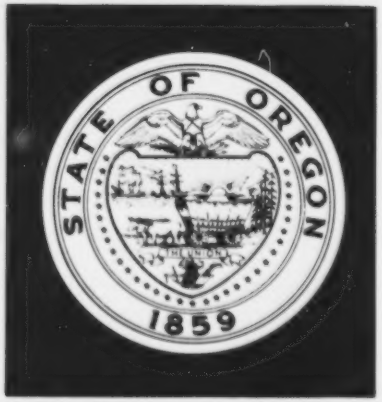


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# HEALTH EDUCATION

## Common Curriculum Goals

October 1987

Oregon Department of Education
700 Pringle Parkway SE
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Verne A. Duncan
State Superintendent of Public Instruction

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*Oregon Schools— A Tradition of Excellence*

Adopted by the State Board of Education September 18, 1987

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## FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

A central concept of the Action Plan is that while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information which local districts need to merge state curriculum expectations with their own local determinations for Health Education.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the specialist for Health Education, 378-4327.

Verne A. Duncan
State Superintendent
of Public Instruction

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**Final Rough Draft Common Curriculum Goals**
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# INTRODUCTION

## THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required ***common curriculum goals*** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.
>
> Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the ***common curriculum goals***.

**Common Curriculum Goals**

The first stage in defining the Common Curriculum Goals was to develop the ***Essential Learning Skills*** — the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. The second and present state is to develop Common Knowledge and Skills in individual subject areas. Together with the ***Essential Learning Skills***, they form the Common Curriculum Goals for all students.

**A. Essential Learning Skills**

> **The *Essential Learning Skills*** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

**B. Common Knowledge and Skills**

> Looking beyond the ***Essential Learning Skills***, this document defines more fully what are considered to be the essentials in a strong Health Education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive Health Education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

**State Standards**

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

## PHILOSOPHY/RATIONALE UNDERLYING THIS CURRICULUM

The 1980s have been a time of educational reform in the nation at large. There has been a strong and pervasive quest for excellence and equity in education in general, and Health Education in specific. The Oregon Action Plan for Excellence established the direction for school improvement in the state and the ***Essential Learning Skills*** document outlined the common skills across all program areas for elementary and secondary education. This document, *HEALTH EDUCATION COMMON CURRICULUM GOALS*, is written in relationship to the following documents which served as

the primary basis for the development of this publication: (I) Essential Learning Skills; (2) Health Common Knowledges and Skills; (3) Health Education in Oregon; (4) Promoting Health/ Preventing Disease-Objectives for the Nation; and (5) Oregon State Plan for Alcohol and Drug Abuse Programs.

**Health Education In Oregon**

Health educated people continue to acquire the knowledge and skills necessary to assume the major responsibility of directing their own health behaviors, and reflect greater concern for the health of others. They realize the potential impact of current health issues, and are able to identify and responsibly utilize health care services and resources in the community to improve or maintain their health.

Health status is dependent on what an individual does every day of his/her life; therefore, a program emphasizing skill-building activities which explores both long and short-term behavioral consequences is necessary. As information is constantly changing, Health Education must build into it the preparation for tomorrow as well as for today. An effective program emphasizes scientific and effective health concepts, recognizes individual student's personal values and encourages the use of decision-making skills. Students will gain and use these skills when sufficient classroom hours are provided to produce significant attitude changes.

Health Education, addresses a diverse range of topics which focus on the total person, integrating the physical, social, emotional and environmental components of human experiences. All such health topics can be described as representing risks and benefits to health. Health education involves a process through which students learn to identify, assess and evaluate options leading to the development of life-long health plans. In this manner, students learn that a basic set of management skills can be applied to a wide range of health topics which can affect all aspects of one's well being. Health Education extends beyond the school to encompass families and communities in order to support and reinforce classroom instruction.

The community at large is demanding that public agencies, and particularly schools, respond proactively to a wide variety of health-related issues facing today's youth. Many school districts have undertaken the challenge of responding to the immediacy of the community-identified, high-risk health issues. As a result, topical information regarding these issues is often given in isolation and with outcome expectations that exceed the program's capacity. To assure success, it is of significant importance to determine realistic outcomes for concepts prior to introducing them in the classroom.

**Document Organization**

In order to provide a curriculum consistent with the philosophy outlined above, the common curriculum goals for Health Education have been organized into four content strands. These four content strands are a synthesis of the traditional health education and the Health Promotion Objectives for the nation that can be addressed in a school setting.

1.0 Safe Living

2.0 Stressor/Risk-Taking Management

3.0 Physical Fitness

4.0 Nutrition

Self-responsibility, consumer health, and mental health are common threads running through each of these strands. The material outlined in each content strand includes both the Essential Learning Skills deemed appropriate for Health Education instruction and the Common Knowledge and Skills unique to Health Education. It is important to remember that the student outcomes appearing in the columns headed Grade 3, Grade 5, Grade 8 and Grade 11 are expectancies for students to reach by the end of these grade levels. An expectancy appearing in the Grade 3 column, for example, represents a skill to be achieved as a result of four years of learning.

Another Oregon Department of Education publication, *Comprehensive Curriculum Goals — A Model for Local Curriculum Development*, will suggest developmental stages for each grade. Each strand focuses on one skill which all other Health Education learner outcomes address. That skill is numbered, underlined and set in capital letters. The learning outcomes that directly address the major skill are underlined and identified with an upper case letter.

The Essential Learning Skills are identified by citing their original identification number (i.e., ELS 6.4). The learner outcomes related to that skill are identified by lower case letters.

The dividing lines are intended to group the Health Education Common Knowledge and Skills with those Essential Learning Skills which support those learner outcomes.

**Safe Living**

The concepts of this strand will assist students to acquire the knowledges and skills necessary to develop appropriate safe living behaviors.

## CONTENT GOAL 1.0: Students live a lifestyle which reflects appropriate safe living behaviors.

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| **Students will be able to:** | | | | |
| **I.1 DESIGN AND IMPLEMENT A PLAN TO CREATE AN ENVIRONMENT FOR SAFE LIVING*** | **[A]Recognize and secure a safe environment (e.g., home/school/play/community)** | **[A]Analyze an environment for safe living (e.g., home/school/play/community)** | **[A]Analyze an environment for safe living (e.g., home/school/play/community)** | **[A]Evaluate an environment for safe living (e.g., home/school/play/community)** |
| Comprehend implied meanings of written, oral and visual communications ** (ELS 3.1) | [b]Draw logical conclusions from information presented about a safe environment | [b]Draw logical conclusions from information presented about a safe environment | [b]Draw logical conclusions from information presented about a safe environment | [b]Synthesize information and draw conclusions about a safe environment |
| | **[B]Recognize influences which create a safe environment (e.g., self, family, peers, media)** | **[B]Recognize influences which create a safe environment (e.g., self, family, peers, media)** | **[B]Evaluate influences which affect safe living (e.g., self, family, peer, media)** | **Evaluate influences which affect safe living (e.g., self, family, peer, media)** |
| | **[C]List and describe procedures conducive to safe living (e.g., bike, pedestrian, water safety)** | **[C]Demonstrate understanding of procedures conducive to safe living (e.g., bike, pedestrian, water safety)** | **[C]Demonstrate understanding of procedures conducive to safe living (e.g., bike, pedestrian, recreational)** | **[C]Demonstrate understanding of procedures conducive to safe living (e.g., bike, pedestrian, recreational, traffic)** |
| Identify main ideas, supporting details and facts and opinions presented in written, oral and visual formats (ELS 2.1) | [a]Locate facts in grade-level materials concerning safe living practices | [a]Locate facts in grade-level materials concerning safe living practices | [a]Distinguish facts from opinions concerning safe living practices | [a]Distinguish facts from opinions concerning safe living practices |
| | | [b]Recall facts and supporting evidence | [b]Recall both facts, opinions and related supporting details | [b]Recall both facts and opinions and related supporting details |

*The Health Education Knowledge and Skills are in bold and identified with an upper case letter. The lines separate the Common Knowledge and Skills which vertically apply to the above Health Education Knowledge and Skills. (see narrative)

**Learning outcomes drawn from the ODE Essential Learning Skills document are cross-referenced to that document by citing their original identifying number and using a corresponding letter in lower-case form in each grade level.

## CONTENT GOAL 1.0: Students live a lifestyle which reflects appropriate safe living behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | [D]**Apply procedures conducive to safe living** | [D]**Apply procedures conducive to safe living** | [D]**Apply procedures conducive to safe living** | [D]**Formulate and apply safe living procedures for situations in which established procedures do not exist** |
| | [E]**Identify risks related to unsafe living and their consequences (e.g., substance use/abuse, seat belts, self-esteem, personal growth, achievement, consumer fraud, AIDS/HIV)** | [E]**Analyze risks related to unsafe living and their consequences (e.g., substance use/abuse, seat belts, self-esteem, personal growth, achievement, consumer fraud, AIDS/HIV)** | [E]**Analyze risks related to unsafe living and their consequences (e.g., substance use/abuse, seat belts, self-esteem, personal growth, achievement, consumer fraud, sexual behaviors, AIDS/HIV)** | [E]**Analyze risks related to unsafe living and their consequences (e.g. fetal alcohol syndrome, substance use/abuse, self-esteem, personal growth, achievement, consumer fraud, sexual behaviors, AIDS/HIV)** |
| Formulate and support a position using appropriate information and sound argument (ELS 6.5) | [a]Identify issues related to school that need clarification **(e.g., students with AIDS in school)** | [a]Clarify an issue, using a data gathering device such as a personal interview | [a]Take a position on an issue based on written documentation | [a]Analyze authoritative data to determine what alternative positions are possible on a specific issue |
| Reflect upon and improve own reasoning (ELS 6.6) | [b]Identify where bias influenced a decision **(e.g., to wear seat belt)** | [b]State rationale for people having biases | [b]Explain personal biases | [b]Evaluate when bias, inconsistency or other weaknesses affect reasoning **(e.g., wearing of motorcycle helmet)** |
| | [F]**Evaluate consequences of risks and make a responsible decision (e.g., accidents, child abuse, consumer fraud, AIDS/HIV)** | [F]**Evaluate consequences of risks and make a responsible decision (e.g., child abuse, heart disease, consumer fraud, AIDS/HIV)** | [F]**Evaluate consequences of risks and make a responsible decision (e.g., cancer, STDs, teen pregnancy, accidents, child abuse, consumer fraud, drunk driving, AIDS/HIV)** | [F]**Evaluate consequences of risks and make a responsible decision (e.g., cancer, STDs, teen pregnancy, accidents, child abuse, drunk driving, consumer fraud, AIDS/HIV)** |
| Identify problems and approach their solution in an organized manner (ELS 6.3) | [b]Identify alternative solutions to a simple problem | [b]Identify problems, recognize information necessary to solve problems, and supply additional information, if needed | [b]Define a problem, choose information to solve the problem and supply additional information, if needed | [b]Define a problem, choose information to solve the problem and supply additional information, if needed |

## CONTENT GOAL 1.0: Students live a lifestyle which reflects appropriate safe living behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | | [c]Use data from the questioning process to develop a problem-solving plan | [c]Use data from several sources to develop a problem-solving plan | [c]Design and carry out a plan for solving an identified problem |
| | **[G]Use appropriate responses in emergency situations (e.g., first aid instruction, handling body fluids-AIDS/HIV)** | **[G]Use appropriate responses in emergency situations (e.g., first aid instruction, handling body fluids-AIDS/HIV)** | **[G]Use appropriate responses in emergency situations (e.g., CPR/standard first aid, handling body fluids-AIDS/HIV)** | **[G]Use appropriate responses in emergency situations (e.g., CPR/standard first aid, handling body fluids-AIDS/HIV)** |
| Make reasoned evaluations (ELS 6.4) | [c]Evaluate whether a treatment is consistent with known facts | [c]Determine a strategy for determining whether a treatment is correct | [c]Evaluate whether a treatment is based on evidence or opinion | [c]Critically evaluate arguments or positions in terms of known facts |
| | **[H]Create and implement plans for safe living (e.g., personal health, AIDS/HIV, nonuse of tobacco, alcohol and other drugs)** | **[H]Create and implement plans for safe living (e.g., personal health, AIDS/HIV, nonuse of tobacco, alcohol and other drugs)** | **[H]Create and implement plans for safe living (e.g., personal health, AIDS/HIV, nonuse of tobacco, alcohol and other drugs)** | **[H]Create, implement and evaluate plans for safe living (e.g., personal health, AIDS/HIV, nonuse of tobacco, alcohol and other drugs)** |
| Make reasoned evaluations (ELS 6.4) | [d]List some reasons why a person would decide to engage in a particular activity **(e.g., wearing seat belts)** | [d]State personal criteria for deciding whether to engage a particular activity **(e.g., wearing seat belts)** | [d]State societal criteria for deciding whether to engage in a particular activity **(e.g., wearing seat belts)** | [d]Assess the worth of a safe living plan |
| Formulate and support a position using appropriate information and sound argument (ELS 6.5) | [b]Define a position on a safe living issue using personal criteria | [b]Defend a position on a safe living issue using interview data as a basis | [b]Support another person's position on a safe living issue | [b]Formulate, support and defend a position on a safe living issue based upon data gathered from objective and authoritative sources |

## CONTENT GOAL 1.0: Students live a lifestyle which reflects appropriate safe living behaviors (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| | **[I]Assist others to develop plans for safe living** | **[I]Assist others to develop plans for safe living** | **[I]Assist others to develop plans for safe living** | **[I]Assist others to develop plans for safe living** |
| Use oral communication to give or receive information and directions (ELS 2.3) | [d]Share ideas and information orally with others about safe living | [d]Share ideas and information orally with others about safe living | [d]Share ideas and information orally with others about safe living | [d]Share ideas and information orally with others about safe living |
| Use oral communication to influence others and to respond to persuasion (ELS 4.2) | | [f]Present a persuasive talk | [f]Present a persuasive talk | [f]Use verbal persuasion techniques in a class presentation |
| Use oral communication to influence others and to respond to persuasion (ELS 4.2) | [c]Express own feelings, knowledge and beliefs about safe living | [c]Express own feelings, knowledge and beliefs about safe living | [c]Express own feelings, knowledge and beliefs about safe living | [c]Express own feelings, knowledge and beliefs about safe living |
| | | | | **[I]Examine career opportunities related to safety and personal health behaviors** |
| | **[K]Express the relationships among safe living, nutrition behaviors, levels of fitness, and stressor/risk taking management** | **[K]Express the relationships among safe living, nutrition behaviors, levels of fitness, and stressor/risk taking management** | **[K]Express the relationships among safe living, nutrition behaviors, levels of fitness, and stressor/risk taking management** | **[K]Evaluate the relationships among safe living, nutrition behaviors, levels of fitness, and stressor/risk taking management** |
| Practice appropriate and positive health behaviors to enhance learning (ELS 7.4) | [b]Identify common substances that can affect mental and physical performance | [b]Explain how substance use can produce healthful or harmful effects on mental and physical performance | [b]Evaluate the effects of substance use on physical and mental performance | [b]Apply information and skills concerning substance use which will effect physical and mental performance |

**Stressor/Risk-Taking Management**

The concepts of this strand will assist students to acquire the knowledges and skills necessary to develop appropriate stressor/risk-taking behaviors.

## CONTENT GOAL 2.0: Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| **Students will be able to:** | | | | |
| **2.1 DESIGN AND IMPLEMENT A PLAN TO MANAGE LIFESTYLE STRESSORS AND RISK-TAKING BEHAVIORS** | [A]**Identify stressors and the role perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs)** | [A]**Identify and analyze stressors and the role perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships)** | [A]**Identify and evaluate stressors and the role their perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships, pressure to become sexually active)** | [A]**Identify and evaluate stressors and the role their perception plays in determining them as good or bad (e.g., peers, family, school, competition, praise, criticism, self, food, recreational activities, pressure to use drugs, adolescent growth spurt, relationships, pressure to become sexually active)** |
| Select appropriate form of writing based on audience and purpose (prewriting and planning) (ELS 5.3) | [a]Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions | [a]Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions | [a]Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems descriptions | [a]Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues |
| Present ideas in understandable sequence on the topic selected (drafting) (ELS 5.4) | [b]Write sentences which connect related ideas | [b]Write paragraphs in which all sentences are related to the topic | [b]Write paragraphs in which all sentences are related to the topic | [b]Write essays in which all paragraphs are related to the topic |
| Comprehend implied meanings of written, oral and visual communications concerning stressor/risk-taking behaviors (ELS 3.1) | [a]Relate new information to previous knowledge about stressors | [a]Relate new information to previous knowledge about stressors | [a]Relate new information to previous knowledge about stressors | [a]Relate new information to previous knowledge about stressors |
| | [b]Draw logical conclusions from information presented about stressor/risk-taking behavior | [b]Draw logical conclusions from information presented about stressor/risk-taking behavior | [b]Draw logical conclusions from information presented about stressor/risk-taking behavior | [b]Synthesize information and draw conclusions about stressor/risk-taking behavior |

## CONTENT GOAL 2.0: Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| Determine the significance and accuracy of information and ideas presented in written, oral, aural and visual communications (ELS 4.1) | [a]Separate real from unreal information and ideas | [a]Identify fiction and nonficton | [a]Separate between relevant and irrelevant information used to draw conclusions | [a]Distinguish between logical and illogical conclusions |
| | **[s]Identify physical and emotional effects of stressors on self (e.g., excitement, pride, fear, embarrassment, illness, self-concept, child abuse, tobacco use)** | **[s]Describe effects of physical and emotional stressors on self (e.g., excitement, pride, achievement, fear, embarrassment, illness, HIV, depression, attempted suicide, child abuse, substance use/abuse, self-concept)** | **[s]Predict short- and long-term physical and emotional effects of stressors on self and others (e.g., excitement, pride, fear, embarrassment, illness, HIV, depression, attempted suicide, substance use/abuse, child abuse, teen pregnancy, relationships, family, self-concept)** | **[s]Predict short- and long-term physical and emotional effects of stressors on self and others (e.g., excitement, pride, fear, embarrassment, illness, HIV, depression, attempted suicide, substance use/abuse, child abuse, teen pregnancy, relationships, family, self-concept)** |
| Practice appropriate and positive health behaviors to enhance learning (ELS 7.4) | [c]Identify common stressful situations | [c]Explain how stressful situations can affect physical and mental performance | [c]Evaluate impact of stress or stressful situations on individual lifestyle | [c]Implement a personal plan to minimize the negative effects of stress which will enhance physical and mental performance |
| Clarify purposes of assignment (ELS 7.1) | [a]Determine general purpose of assignment and ask clarification questions if necessary | [a]Determine general purpose of assignment and ask clarification questions if necessary | [a]Determine general purpose of assignment and ask clarification questions if necessary | [a]Determine general purpose of assignment and ask clarification questions if necessary |
| Comprehend implied meanings of written, oral and visual communications (ELS 3.1) | | [d]Infer direct cause and effect relationships | [d]Recognize direct and indirect cause and effect relationships | [d]Infer direct and indirect cause and effect relationships |
| | | [i]Make inferences and draw conclusions based on perception of implied meaning | [i]Make inferences and draw conclusions based on perception of implied meaning | [i]Make inferences and draw conclusions based on perception of implied meaning |

## CONTENT GOAL 2.0: Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| | [C]**Identify and use stressor/risk management skills and techniques (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, development of personal contracts, support groups, proper nutrition)** | [C]**Identify and use stressor risk management skills and techniques (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, time management, development of personal contracts, support groups, proper nutrition)** | [C]**Develop and implement a personal plan for stressor/risk management (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, development of personal contracts, support groups, proper nutrition, personal relationships)** | [C]**Develop and implement a personal plan for stressor/risk management (e.g., deep breathing, refusal, physical activity, humor, recreational activities, goal and priority setting, development of personal contracts, support groups, proper nutrition, family planning)** |
| Make reasoned evaluations (ELS 6.4) | [d]List some reasons why a person would decide to engage in a particular activity | [d]State personal criteria for deciding whether to engage in a particular activity | [d]State societal criteria for deciding whether to engage in a particular activity | [d]Assess the worth of a given course of action or policy |
| Recognize, construct and draw inferences concerning relationships among things and ideas (ELS 6.1) | [a]Identify stressor/risk management skills which help deal with stress | [a]Classify stressors and identify activities according to their ability to deal with that stressor **(e.g home, work, school, peer)** | [a]Classify stressors and identify activities according to their ability to deal with that stressor **(e.g, home, work, school, peer)** | [a]Classify stressors and identify activities according to their ability to deal with that stressor **(e.g, home, work, school, peer)** |
| | [D]**Examine effects of personal stress on others** | [D]**Examine effects of personal stress on others** | [D]**Examine the influence of personal stressor/risk management plan on others** | [D]**Evaluate the influence of personal stressor/risk management plan on others** |
| Use oral communication to give or receive information and directions (ELS 2.3) | [d]Share ideas and information orally with others | [d]Share ideas and information orally with others | [d]Share ideas and information orally with others | [d]Share ideas and information orally with others |

## CONTENT GOAL 2.0: Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | | [f]**Assess effectiveness of personal stressor/risk management skills and techniques** | [f]**Assess and modify, if needed, the effectiveness of personal stressor/risk management plan** | [f]**Assess and modify, if necessary, the effectiveness of personal stressor/risk management plan** |
| Generate and test interpretations, explanations, predictions and hypotheses (ELS 6.2) | | [b]Predict what influence different factors will have on the level of personal stress **(e.g. physical health, time of day, environment)** | [b]Develop a hypothesis from observed data about a personal stressor/risk management plan | [b]Develop a hypothesis from observed data about a personal stressor/risk management plan |
| | | [c]Follow directions to conduct an experiment and identify the hypothesis used | [c]Gather data that confirms or negates a hypothesis | [c]Design means to test hypotheses |
| Identify problems and approach their solution in an organized manner (ELS 6.3) | | [e]Share successful and unsuccessful problem-solving strategies | [e]Describe both successful and unsuccessful solution strategies | [e]Evaluate problem-solving strategies in terms of tools, methodologies, processes, operations |
| | | [f]Engage in cooperative problem solving and compare alternative solution strategies | [f]Engage in cooperative problem solving and compare alternative solution strategies | [f]Engage in cooperative problem solving and compare alternative solution strategies |
| | | [g]Use formative (in process) data to modify or confirm a problem-solving plan | [g]Use summative (final) data to determine if the problem-solving approach was successful, and if not, how it would be modified | [g]Analyze the formative and summative data to confirm or revise the proposed solution |
| | | | [f]**Assist others to develop stressor/risk management skills** | [f]**Assist others to develop stressor/risk management skills** |

## CONTENT GOAL 2.0: Students live a lifestyle which reflects appropriate management of stressor/risk-taking behaviors (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| Use oral communication to influence others and to respond to persuasion (ELS 4.2) | | | [A]Provide logical answers based upon factual data in assisting others in developing stressor/risk management skills | [A]Provide logical answers based upon factual data in assisting others in developing stressor/risk management skills |
| Use resources beyond the classroom (ELS 7.2) | | | [C]Use library classification system and services to locate specialized resources required to complete assignments | [C]Use library classification system and services to locate specialized resources required to complete assignments |
| Listen, read, view and evaluate presentations of mass media (ELS 4.4) | | | [C]Recognize persuasion techniques found in audio and visual communications | [C]Recognize elements and use of propaganda techniques found in visual communications |
| | | | | **[C]Examine career opportunities related to stressor/risk management (e.g., counselor, social worker, fitness specialist)** |
| | **[H]Express the relationships among stressor/risk taking management, nutrition, behaviors and safe living** | **[H]Express the relationships among stressor/risk taking management, nutrition, behaviors and safe living** | **[H]Express the relationships among stressor/risk management, nutrition, behaviors and safe living** | **[H]Evaluate the relationships among stressor/risk taking management, nutrition, behaviors and safe living** |
| Recognize, construct and draw inferences concerning relationships among things and ideas (ELS 6.1) | [A]Identify those elements that increase your ability to handle stress **(e.g. high level of fitness, good nutrition, etc.)** | [A]Identify those elements that increase your ability to handle stress **(e.g. high level of fitness good nutrition, etc.)** | [A]Identify those elements that increase your ability to handle stress **(e.g. high level of fitness, good nutrition, etc.)** | [A]Evaluate those elements that increase your ability to handle stress **(e.g. high level of fitness, good nutrition, etc.)** |

**Physical Fitness**

The concepts of this strand will assist students to acquire the knowledges and skills necessary to develop appropriate physical fitness behaviors.

## CONTENT GOAL 3.0: Students live a lifestyle which reflects appropriate physical fitness behaviors.

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| **Students will be able to:** | | | | |
| **3.1 DESIGN AND IMPLEMENT A SAFE PERSONAL PHYSICAL FITNESS PLAN ADAPTABLE TO LIFELONG NEEDS** | [A]**Identify pulse rate and blood pressure during activity and rest** | [A]**Explain relationship between heart, lungs and muscles during exercise and rest** | [A]**Determine personal target heart rate and identify ways to improve cardiorespiratory fitness** | [A]**Interpret relationship of personal target heart rate to total fitness** |
| Use instructional materials as basis for gaining knowledge and improving comprehension (ELS 2.2) | | [A]Use table of contents and index to locate general and specific information | [A]Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed | [A]Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed |
| | [B]**Identify and experience aerobic activity** | [B]**Experience and differentiate between aerobic and anaerobic activities** | [B]**Select appropriate safe levels of aerobic and anaerobic activities** | [B]**Experience and examine a variety of aerobic activities as they relate to total fitness** |
| Recognize words commonly used in grade-level materials in the study of physical fitness (ELS 1.1) | [B]Use context clues in a paragraph to infer correct word(s) | [B]Use context clues in a passage to infer correct word(s) | [B]Use context clues in a selection to infer correct word(s) | [B]Use context clues in a selection to infer correct word(s) |
| Determine meaning of unknown words commonly used in grade-level materials, including subject areas (ELS 1.2) | [A]Use adjacent words to infer meaning of unknown words | [A]Use context clues to infer meaning of unknown words | [A]Use context clues, punctuation and syntax to infer meaning of unknown words and concepts | [A]Use context clues, punctuation and syntax to infer meaning of unknown words and concepts |
| | [B]Use knowledge of each part of a compound word to determine meaning | [B]Use knowledge of affixes and root words to determine word meanings | [B]Use knowledge of affixes and root words to determine word meanings | [B]Use knowledge of affixes and root words to determine word meanings |

## CONTENT GOAL 3.0: Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| | **[C]Experience and practice activities that enhance flexibility, muscular endurance and strength** | **[C]Explain importance of flexibility, muscular endurance and strength and practice appropriate activity (e.g., aerobic activity)** | **[C]Design and practice a variety of activities that enhance flexibility, muscular endurance and strength (e.g., aerobic activity)** | **[C]Experience and examine a variety of activities that build flexibility, muscular endurance and strength (e.g., aerobic activity)** |
| Select appropriate form of writing based on audience and purpose (pre-writing and planning) (ELS 5.3) | [A]Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions | [A]Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions | [A]Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions | [A]Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues |
| Make reasoned evaluations (ELS 6.4) | [D]List some reasons why a person would decide to engage in a particular activity | [D]State personal criteria for deciding whether to engage in a particular activity | [D]State societal criteria for deciding whether to engage in a particular activity | [D]Assess the worth of a given course of action or policy |
| | **[D]Define body composition** | **[D]Explain the relationship of activity to body composition** | **[D]Evaluate personal body composition** | **[D]Evaluate personal body composition** |
| Identify main ideas supporting details, facts and opinions presented in written, oral and visual formats (ELS 2.1) | [A]Locate facts in grade-level materials | [A]Locate facts in grade-level selections | [A]Distinguish facts from opinions | [A]Distinguish facts from opinions |
| Comprehend implied meanings of written, oral and visual communications (ELS 3.1) | | [D]Infer direct cause and effect relationships | [D]Recognize direct and indirect cause and effect relationships | [D]Infer direct and indirect cause and effect relationships |
| | **[E]Participate in a fitness test (e.g., related to one's own limitations)** | **[E]Perform a fitness test and plan ways to improve or maintain scores** | **[E]Perform fitness tests, evaluate and compare results with previous tests** | **[E]Demonstrate the skill and knowledge to assess his/her fitness tests** |

## CONTENT GOAL 3.0: Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| Comprehend implied meanings of written, oral and visual communications (ELS 3.1) | | [e]Predict simple, possible future outcomes or actions<br>[f]Make inferences and draw conclusions based on perception of implied meaning | [e]Predict probable future outcomes or actions<br>[f]Make inferences and draw conclusions based on perception of implied meaning | [e]Defend conclusions from information given<br>[f]Make inferences and draw conclusions based on perception of implied meaning |
| | **[f]Recognize warning signals during activity** | **[f]Explain significance of specific warning signs — "listening" to your body** | **[f]Analyze safe practices for own fitness program (e.g., diets, steroids)** | **[f]Evaluate safe practices for own fitness program (e.g., diets, steroids)** |
| Make reasoned evaluations (ELS 6.4) | [a]Identify simple fallacies | [a]Identify common fallacies | [a]Explain reasons why fallacies might be included in statements | [a]Evaluate the effect of fallacies on the clarity of communications |
| | **[c]Adopt behaviors that promote total physical fitness (e.g., caloric intake versus calories burned)** | **[c]Adopt behaviors that promote total physical fitness (e.g., refrains from substance use/abuse, dental care, rest, personal hygiene caloric intake versus calories burned)** | **[c]Adopt behaviors that promote total physical fitness (e.g., refrains from substance use/abuse, nutrition, caloric intake versus calories burned)** | **[c]Adopt behaviors that promote total physical fitness (e.g., refrains from substance use/abuse, caloric intake versus calories burned** |
| Make reasoned evaluations (ELS 6.4) | [e]List general criteria for assessing the worth of an activity | [e]Identify personal criteria for assessing the worth of an activity | [e]Identify societal criteria for assessing the worth of an activity | [e]Use established criteria to assess the quality of an activity |

## CONTENT GOAL 3.0: Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | **[H]Identify physical benefits of total physical fitness (e.g., dental health, rest, sleep)** | **[H]Explain emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)** | **[H]Analyze emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)** | **[H]Analyze emotional benefits of total physical fitness (e.g., stressor management, suicide prevention, feeling good)** |
| Select appropriate form of writing based on audience and purpose (prewriting and planning) (ELS 5.3) | [b]Write for audiences such as self, parents, principal, peers, or public | [b]Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences | [b]Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences | [b]Use language, information, style and format appropriate to purpose and selected audience |
| | | **[I]Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)** | **[I]Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)** | **[I]Logically defend their attitudes toward total physical fitness (e.g., peer pressure, social influences)** |
| Formulate and support a position using appropriate information and sound argument (ELS 6.5) | | [b]Defend a position using interview data as a basis | [b]Support another person's position on an issue | [b]Formulate, support and defend a position based upon data gathered from objective and authoritative sources |
| Speak with standard pronunciation, appropriate volume, rate, gestures and inflections (ELS 1.3) | | [c]Control volume and rate of oral presentation | [c]Use pitch, rate, tone and volume to enhance oral presentations | [c]Make oral presentations that use verbal and nonverbal communication skills effectively |
| | | | **[I]Develop and implement a safe personal fitness plan** | **[I]Develop and implement a safe personal fitness plan** |
| Generate and test interpretations, explanations, predictions and hypotheses (ELS 6.2) | | | [b]Develop a hypothesis from observed data | [b]Develop a hypothesis using data from a variety of sources |

## CONTENT GOAL 3.0: Students live a lifestyle which reflects appropriate physical fitness behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | | | | **[k]Evaluate commercial fitness programs for safety practices** |
| | | | | **[l]Predict how one's personal fitness plan will change through the lifespan** |
| | | | | **[M]Assist others to achieve and maintain personal physical fitness** |
| Use oral communication to influence others and to respond to persuasion (ELS 4.2) | | | | [l]Use verbal persuasion techniques in a class presentation |
| | | | | **[N]Examine career opportunities related to physical fitness** |
| | **[O]Express the relationships among levels of fitness, nutrition behaviors, safe living, and stressor/risk taking management** | **[O]Express the relationships among levels of fitness, nutition behaviors, safe living, and stressor/risk taking management** | **[O]Express the relationships among levels of fitness, nutition behaviors, safe living, and stressor/risk taking management** | **[O]Evaluate the relationships among levels of fitness, nutrition behaviors, safe living, and risk taking management** |
| Practice appropriate and positive health behaviors to enhance learning (ELS 7.4) | [d]Identify physical activities which promote physical fitness | [d]Explain how physical fitness contributes to optimum student performance | [d]Evaluate personal fitness habits which affect physical and mental performance | [d]Implement a personal fitness program designed to enhance individual physical and mental performance |

**Nutrition**

The concepts of this strand will assist students to acquire the knowledges and skills necessary to develop appropriate physical fitness behaviors.

## CONTENT GOAL 4.0: Students live a lifestyle which reflects appropriate eating behaviors.

| *KNOWLEDGE/SKILLS* | *GRADE 3* | *GRADE 5* | *GRADE 8* | *GRADE 11* |
|---|---|---|---|---|
| **Students will be able to:** | | | | |
| **4.1 DESIGN AND IMPLEMENT A NUTRITION PLAN BASED UPON AN INDIVIDUAL'S LIFELONG DIETARY NEEDS** | [A]Experience a wide variety of healthful foods | [A]Experience a wide variety of healthful foods | [A]Prepare and experience a wide variety of healthful foods | [A]Prepare and experience a wide variety of healthful foods |
| Comprehend implied meanings of written oral and visual communications (ELS 3.1) | [B]Draw logical conclusions from information presented about foods and nutrition | [B]Draw logical conclusions from information presented | [B]Draw logical conclusions from information presented | [B]Synthesize information and draw conclusions |
| | | [D]Infer direct cause and effect relationships in planning a diet | [D]Recognize direct and indirect cause and effect relationships in planning a diet | [D]Infer direct and indirect cause and effect relationships in planning a diet |
| | | [F]Predict simple, possible future outcomes or actions based on diet and needs | [F]Predict probable future outcomes or actions based on diet and needs | [F]Defend conclusions from information given |
| | **[E]Identify personal food intake and eating habits based on dietary system (e.g., U.S. Dietary Goals)** | **[E]Plan, implement and revise a personal, healthful food program based on a U.S. Dietary Goals)** | **[E]Plan a variety of food programs based on different situations (e.g., age, level of activity, physical condition)** | **[E]Evaluate alternative food plans and implement a healthful one (e.g., U.S. Dietary Goals)** |
| | **[C]Identify eating habits which promote or detract from physical/emotional well-being** | **[C]Assess personal eating habits and implement a program which promotes physical/emotional well-being (e.g., eating disorders)** | **[C]Examine personal eating habits and implement a program which promotes physical/emotional well-being (e.g., eating disorders)** | **[C]Evaluate and implement eating habits which promote physical/emotional well-being (e.g., eating disorders)** |
| Recognize, construct and draw inferences concerning relationships among things and ideas (ELS 6.1) | [A]Identify general characteristics of objects which make them similar or different from another | [A]Classify things according to specific characteristics | [A]Classify things or ideas according to patterns | [A]Develop and use a classification system for organizing data |

## CONTENT GOAL 4.0: Students live a lifestyle which reflects appropriate eating behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| Generate and test interpretations, explanations, predictions and hypotheses (ELS 6.2) | [b]Identify factors that may influence a choice of foods | [b]Predict what influence different factors will have on a choice of foods | [b]Develop a hypothesis from observed data concerning a food choice | [b]Develop a hypothesis using data from a variety of sources |
| | **[D]Identify nutritional needs for a child's growth and development** | **[D]Prepare and implement food plan based on specific needs of preadolescents** | **[D]Prepare and implement food plan based on specific needs of adolescents** | **[D]Analyze and plan healthful programs based on nutritional needs for varying stages of growth and development (e.g., prenatal, infancy, adult, older adult)** |
| Make reasoned evaluations (ELS 6.4) | [d]List some reasons why a person would decide to eat a certain food | [d]State personal criteria for deciding whether to to eat a certain food | [d]State societal criteria for deciding whether to eat a certain food | [d]Assess the worth of eating a particular food |
| | **[f]Identify processes of food preparation and storage which prevents food deterioration** | **[f]Describe processes of food preparation and storage which prevents food deterioration** | **[f]Describe processes of food preparation and storage which promote the retention of nutrients** | **[f]Evaluate and select processes and storage which promote the retention of nutrients** |
| Identify main ideas, supporting details, facts and opinions presented in written, oral and visual formats (ELS 2.1) | [a]Locate facts in grade-level materials | [a]Locate facts in grade-level selections | [a]Distinguish facts from opinions | [a]Distinguish facts from opinions |
| Use instructional materials as basis for gaining knowledge and improving comprehension (ELS 2.2) | [a]Use table of contents to locate general and specific formation | [a]Use table of contents and index and specific information | [a]Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed | [a]Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed |
| Use oral communication to give or receive information and directions (ELS 2.3) | [c]Ask questions designed to clarify, gain assistance, or locate information | [c]Ask questions designed to clarify, gain assistance, or locate information | [c]Ask questions designed to to clarify, gain assistance, or locate information | [c]Ask questions designed to clarify, gain assistance, or locate information |

## CONTENT GOAL 4.0: Students live a lifestyle which reflects appropriate eating behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| Identify problems and approach their solution in an organized manner (ELS 6.3) | [b]Identify alternative solutions to the storage of food to prevent food deterioration | [b]Identify problems, recognize information necessary to solve problems, and supply additional information, if needed | [b]Define a problem, choose information to solve the problem and supply additional information, if needed | [b]Define a problem, choose information to solve the problem and supply additional information, if needed |
| | **[f]Identify and evaluate influences on food choices (e.g., media, family, economic factors)** | **[f]Identify and evaluate influences on food choices (e.g., media, peers economic factors, family)** | **[f]Identify and evaluate influences on food choices (e.g., media, family, peers, economic factors)** | **[f]Analyze influences on food choices (e.g., media, family peers, economic factors, culture)** |
| Determine the significance and accuracy of information and ideas presented in written, oral, aural and visual communications (ELS 4.1) | | [b]Identify emotional appeals used in communciation to influence food choices | [b]Identify propoganda and other persuasion techniques used to influence food choices | [b]Identify progaganda and other persuasion techniques used to influence food choices |
| Listen, read, view and evaluate presentations of mass media (ELS 4.4) | [a]Recognize use of mass media techniques to influence food choices | [a]Recognize use of mass media techniques to influence food choices | [a]Recognize elements and identify influences of mass media upon food choices | [a]Evaluate roles of mass media in society on food choices |
| Make reasoned evaluations (ELS 6.4) | [b]Identify appropriate types of information that should be included in simple forms of communications | [b]Explain why certain types of information and style of communication are ineffective | [b]Analyze statements in mass media in terms of appropriateness and effectiveness | [b]Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication |
| | **[g]Identify reliable sources of nutrition information (e.g., dietician, product labels)** | **[g]Identify and evaluate sources of nutrition information (e.g., dietician vs. advertisement, product labels)** | **[g]Utilize a decision-making process to determine reliable sources of nutrition information (e.g. dietician vs. advertisement, product labels)** | **[g]Evaluate sources of nutrition information and make informed choices (e.g., dietician vs. advertisement, product labels)** |
| Use resources beyond the classroom (ELS 7.2) | [a]Locate, check out and return books and other circulating media materials | [a]Locate, check out and return books and other circulating media materials | [a]Return books and other circulating media materials | [a]Return books and other circulating media materials |

## CONTENT GOAL 4.0: Students live a lifestyle which reflects appropriate eating behaviors (continued).

| KNOWLEDGE/SKILLS | GRADE 3 | GRADE 5 | GRADE 8 | GRADE 11 |
|---|---|---|---|---|
| | [b]Locate and use non-circulating reference materials | [b]Locate and use non-circulating reference materials | [b]Locate and use non-circulating reference materials | [b]Locate and use non-circulating reference materials |
| | | | **[H]Assist others to develop healthful eating habits (friends, parents, siblings)** | **[H]Assist others to develop healthful eating habits (friends, parents, siblings)** |
| | | | [a]Provide logical answers based upon factual data | [a]Provide logical answers based upon factual data |
| Use oral communication to influence others and to respond to persuasion (ELS 4.2) | | | [b]Use multiple sources to verify information | [b]Use primary and secondary source materials to verify information |
| | | | [c]Express own feelings, knowledge and beliefs | [c]Express own feelings, knowledge and beliefs |
| | | | | **[I]Examine career opportunities related to nutrition** |
| | **[I]Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management** | **[I]Express the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk risk taking management** | **[I]Express the relationships among nutrition behaviors levels of fitness, safe living and stressor/risk risk taking management** | **[I]Evaluate the relationships among nutrition behaviors, levels of fitness, safe living and stressor/risk taking management** |
| Practice appropriate positive health behaviors to enhance learning (ELS 7.4) | [a]Identify foods which can improve physical and mental performance | [a]Explain how a balanced diet based upon dietary goals for the nation relate to physical and mental performance | [a]Evaluate components in personal diet which affect physical and mental performance | [a]Implement a personal dietary plan which will enhance individual physical and mental performance |

# Health Education
# Common Curriculum Goals

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